

ENGLISH LEARNERS' STRATEGIES IN LEARNING SPEAKING SKILL (A STUDY OF UNDERGRADUATE STUDENT OF ENGLISH EDUCATION STUDY PROGRAM AT UNIVERSITAS BENGKULU IN 2016/2017 ACADEMIC YEAR)

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ABSTRACT

The aim of this research was to find out the strategies used by the English Education Study Program students in learning speaking skill. It was designed as a descriptive quantitative research. The population was 240 students of English Education Study Program of Universitas Bengkulu in the 2016/2017 academic year. The samples were 60 students, taken from 25% of the total population. The data were collected by using a set of questionnaire. There were 30 statements of speaking learning strategies which consisted of three categories of learning strategies proposed by O'Malley and Chamot (1990). They were metacognitive strategy, cognitive strategy, and social affective strategy. The instrument of this research was adapted from Liao and Chiang (2004). The result of this study showed students of English Education Study Program preferred to use all category of that learning strategy. In addition, the most frequently used strategy group by the students was social affective strategy ($M=2.67$).

Keywords: *Speaking Skill, Learning Strategy, Speaking Learning Strategy.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi-strategi yang digunakan mahasiswa Program Studi Pendidikan Bahasa Inggris dalam belajar berbicara bahasa Inggris. Penelitian ini dilakukan dengan menerapkan model penelitian kuantitatif. Populasi dalam penelitian ini adalah 240 mahasiswa Program Studi Pendidikan Bahasa Inggris di Universitas Bengkulu tahun akademik 2016/2017. Sampel dalam penelitian ini adalah 60 mahasiswa yang merupakan 25% dari total populasi. Data dikumpulkan dengan menggunakan angket. Angket tersebut terdiri dari 30 pernyataan tentang strategi belajar berbicara bahasa Inggris yang berdasarkan teori dari O'Malley and Chamot (1990) yang terdiri dari tiga kategori dari strategi berbicara bahasa Inggris. Ketiga kategori tersebut yaitu, strategi metakognitif, kognitif, dan sosial afektif. Hasil dari penelitian ini menunjukkan bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris menggunakan seluruh kategori dari strategi berbicara bahasa Inggris tersebut. Strategi yang paling sering digunakan oleh mahasiswa Program Studi Pendidikan Bahasa Inggris dalam belajar berbicara bahasa Inggris adalah strategi sosial afektif.

Kata kunci: *Berbicara Bahasa Inggris, Strategi Belajar, Strategi Belajar Berbicara Bahasa Inggris*

INTRODUCTION

Speaking is a competency to express or communicate opinions, thoughts, and ideas. Speaking is one of language skill which is very important in learning a language. In order to master a language, a learner must be able to speak that language because speaking skill clearly indicates that the learner knows to use that language. For most people mastering speaking skill is the most important aspect of learning a foreign language, and the success is measured in terms of the ability to carry on a conversation in that language (Nunan, 1991, p. 39).

In English Education Study Program of Universitas Bengkulu, speaking is considered to be very important. As students of English Education Study Program they should master speaking skill in order to have good capability in communication. Indeed, they need to have good speaking ability because they are English learners who are trained to become English educators or English teachers. By having good speaking ability, it is good for their acquisition in learning language. It also can be very useful for them. It can open more opportunities for them to get scholarships, exchange students programs, and English competitions.

Speaking is taught gradually for four semesters. This lesson is taught in four classes: Intensive English 1, English for Conversation, Speaking for Discussion, and Speaking for Presentation. Every semester, students take a higher-level of speaking skill course so that their speaking ability can be developed. Students are required to finish all 4 classes as primary subjects. Students cannot take the next grade of speaking class if they do not pass the previous class with minimum score C.

Even though speaking skill is taught as their primary subject in

classroom and taught by same lecturer, the speaking ability of each students of English Education Study Program in Universitas Bengkulu is different. It can be seen from their grade, they have various grades in speaking class. They get grade A, grade B, even grade C. It can be concluded that the students of English Education Study Program in Universitas Bengkulu are both successful and unsuccessful students in learning speaking skill.

Some of them are successful students who have good capability in speaking English. They can speak English fluently inside and outside the classroom. They also have good English speaking achievement. They got exchange students program and won some competition such as debating competition, speech completion, and news casting competition. In contrast, some other students of English Education Study Program in Universitas Bengkulu are not very successful. They may speak English only in the classroom and more passive. Also, they have lower English speaking achievement than those who have good English speaking capability. They may have nothing to say or just unconfident to speak English in front of the class.

The differences of students' ability influence by several factors. According to Zafar and Meenakshi (2012) the differences of each individual could be age, sex, aptitude, motivation, learning style, learning strategies, and personality which related to each other also in totality play important roles in language learning. The teacher should be aware with those differences in order to find an appropriate way to teach the students. One of the students' differences that strongly influenced the students' achievement in learning a language is their learning strategies. In order to enhance their speaking ability, they may have a

particular or different learning strategy that different from anyone else.

Based on researcher's observations among the students of English Education Study Program in Universitas Bengkulu, the students who have good speaking capability are used learning strategies, such as planning their learning and joining English community where they can practice English (meta-cognitive strategy). In the other side, students who have lower speaking capability do not have specific learning strategy in learning speaking English. So, the success of learning speaking skill cannot be separated from the use of learning strategies. There are lots of study found that the use of learning strategy influenced students' ability in mastering a language. Regarding that Hikmat and Dewi (2012) found that there is a significant result among students learning strategies and their speaking proficiency. They found that the more strategies used by the students the better speaking ability they have.

Based on that phenomenon, a language learner is suggested to use an appropriate learning strategy in order to help them in mastering speaking skill. Employing language learning strategies to develop speaking skill seems necessary for language learners because speaking the new language often causes the greatest anxiety among other language skill (Oxford 1996). Learning strategy is also very important for the students as the instrument for creating their process of learning the language. It is very essential for the learners to develop their foreign language competence. Furthermore, O'Malley and Chamot (1990) classified the strategies in learning a second language or foreign language; cognitive strategy, meta-cognitive strategy, and social affective strategy.

In order to determine which categories are appropriate for the students of the English Education Study Program in Universitas Bengkulu to learn speaking skill, they need guidance from their lecturers. Thus, it is necessary for the lecturer to identify the students' strategies in learning speaking skill. The information about learners' strategies in learning English will be useful for both students and the lecturer. Oxford (1990) suggested that the teachers should know the strategies used by students in order to become better learners. The teacher should realize that many different categorize of strategies may used by her/his students. The students may record her/his speech to compare the pronunciation with native speakers (cognitive strategy). As same time they learn speaking skill, they make their cognitive power increase. In addition, for the teacher, knowing this is important as she/he can get information about the students, so she/he could make good material design by considering that each of the students is different in using speaking learning strategy. Consequently, by making good material designs, the teacher/lecturer can apply their teaching technique effectively and efficiently. So that the goals of learning can be achieved and good classroom environment can appear.

Considering the importance of learners' strategies in learning speaking skill, some researcher have been conducted the research that concern about speaking learning strategies. Among the researchers, Liao and Chiang (2004) have investigated the speaking learning strategies used by Taiwanese college students. They found that Taiwanese college students are low used learning strategy in developing speaking skill. Other study Darwanto (2014) has conducted a study to investigate speaking

learning strategies used by students of English Education Department at Universitas Muhammadiyah Surakarta. The result showed the students of that university is applied almost all learning strategy that proposed by O'Malley and Chamot (1990).

Moreover, students of English Education Study Program at Universitas Bengkulu have already notice and aware about the important of speaking skill for their language acquisition although they still need to improve their speaking ability. The researcher is interested to conduct a survey of their speaking learning strategy by distributing a set of questionnaire. This proposed study performs a study to investigate the strategy of learning speaking skill that used by the students of English Education Study Program in Universitas Bengkulu. The researcher assumed that the students of English Education Study Program in Universitas Bengkulu is used different strategy in learning speaking skill from those who have conducted the research that mention above. This study is adopted the questionnaire from Liao and Chiang (2004) which based on O'Malley and Chamot (1990) classified of learning strategy. Furthermore, the choosing of the sample of English study program students by consideration that they have already taken speaking class at least once. So that second, fourth, and sixth semester students is considered as appropriate sample for this propose study.

METHOD

This study employed descriptive quantitative research. The quantitative method is used since the researcher needs to compute the answer of the questionnaire. While, descriptive method is used since the researcher needs to describe the result of the data. The total population of this study was the students

of English Education Study Program of Universities Bengkulu in 2016/2017 academic years. In this study, the population consisted of the second, fourth, and sixth semester students of English Education Study Program in Universities Bengkulu. They are entrance year 2014, 2015, and 2016 which consisted of two classes in each entrance year. The technique used in taking the samples of this research was random sampling. The sample of this research will be shown on the table below:

Table 1. Sample of Research

| No | Class | Sample | |
|----|--------------|--------|-----------|
| 1. | II A | 25% | 10 |
| | II B | 25% | 10 |
| 2. | IV A | 25% | 11 |
| | IV B | 25% | 9 |
| 3. | VI A | 25% | 10 |
| | VI B | 25% | 10 |
| | Total | | 60 |

The instrument for collecting the data in this research was a set of questionnaire based on classifications of learning strategy from O'Malley and Chamot (1990) that consists of 30 items under the aspects of cognitive, meta-cognitive, and social affective strategy. The researcher adapted the questionnaire from Liao and Chiang (2004). The data that has been collected was validated and analyzed by using SPSS.

RESULT AND DISCUSSION

Result

In this part, the researcher describes the answer of the research question which were about learning strategies employed by the students of English Education Study Program of Universitas Bengkulu in learning speaking skill and also the most frequently used speaking learning strategies. To investigate the frequency of the items

questionnaire, the researcher has divided the items into three category which are Low, Sometimes, and High. The questionnaire was consisted of 30 items for speaking learning strategies.

In order to make it clearer in describing the data, the researcher displays the data in the form of table.

Table 2. The Result of Speaking Learning Strategies

| QI | Frequency of WA | | | | P | |
|---------------|---------------------|----|----|----|-------|---|
| | Respondents' Answer | | | | | |
| | A | O | S | N | | |
| | F1 | F2 | F3 | F4 | | |
| 26 | 29 | 24 | 6 | 1 | 3.35 | H |
| 7 | 25 | 25 | 10 | 0 | 3.25 | H |
| 20 | 18 | 28 | 14 | 0 | 3.07 | H |
| 23 | 17 | 28 | 14 | 1 | 3.02 | H |
| 4 | 13 | 28 | 19 | 0 | 2.90 | S |
| 5 | 15 | 25 | 19 | 1 | 2.90 | S |
| 30 | 16 | 25 | 15 | 4 | 2.88 | S |
| 6 | 18 | 20 | 17 | 5 | 2.85 | S |
| 17 | 10 | 31 | 19 | 0 | 2.85 | S |
| 27 | 15 | 22 | 18 | 5 | 2.78 | S |
| 25 | 14 | 24 | 16 | 6 | 2.77 | S |
| 3 | 10 | 30 | 15 | 5 | 2.75 | S |
| 2 | 9 | 26 | 24 | 1 | 2.72 | S |
| 24 | 12 | 20 | 24 | 4 | 2.67 | S |
| 9 | 6 | 26 | 26 | 2 | 2.60 | S |
| 21 | 6 | 23 | 29 | 2 | 2.55 | S |
| 12 | 6 | 26 | 21 | 7 | 2.52 | S |
| 1 | 5 | 23 | 29 | 3 | 2.50 | S |
| 15 | 14 | 15 | 18 | 13 | 2.50 | S |
| 19 | 11 | 16 | 25 | 8 | 2.50 | S |
| 18 | 8 | 22 | 20 | 10 | 2.47 | S |
| 11 | 7 | 19 | 28 | 6 | 2.45 | S |
| 22 | 9 | 18 | 24 | 9 | 2.45 | S |
| 28 | 8 | 20 | 22 | 10 | 2.43 | S |
| 10 | 6 | 19 | 22 | 13 | 2.30 | L |
| 14 | 5 | 23 | 16 | 16 | 2.28 | L |
| 29 | 10 | 11 | 25 | 14 | 2.28 | L |
| 13 | 6 | 13 | 30 | 11 | 2.23 | L |
| 8 | 4 | 8 | 32 | 16 | 2.00 | L |
| 16 | 3 | 9 | 27 | 21 | 1.90 | L |
| Σ | | | | | 78.50 | |
| Total Average | | | | | 2.61 | S |

As the table displays the means and predicate for all the items on the questionnaire, the most frequently used were item 26 (M=3.35), item 7 (M=3.25),

item 20 (M=3.07), and item 23 (M=3.02), with the majority 81% of the students often or always used these strategies. The learning strategy used least by the students was item 16 (M=1.90), item 8(M=2.00), item 13 (M=2.23), item 29 (M= 2.28), item 14 (M=2.28), and item 10 (M=2.30), with majority 67% of the students seldom or never used these strategies.

Table 3. Mean scores for the three strategy categories


| Strategies Group | Mean Scores | Percentage | Category |
|---------------------------|-------------|------------|-----------|
| Social-affective Strategy | 2.65 | 34% | Sometimes |
| Metacognitive Strategy | 2.61 | 33% | Sometimes |
| Cognitive Strategy | 2.59 | 33% | Sometimes |

The table 8 shows the average use of the three strategy categories (O'Malley et al., 1990) on the questionnaire. Among them, social affective strategies (M=2.65) appear to be the most frequently used strategies by the students to promote their English speaking skill, followed by metacognitive strategy (M=2.61), and cognitive strategy (M=2.59).

The following table presents about the result of the most frequently strategies used by the second, fourth, and sixth semester students of English Education Study Program. The mean of the 2nd, 4th, and 6th semester students' overall strategy use are presented as follow.

Table 4. The Result of Most frequently strategies used by the 2nd, 4th, and 6th semester students

| Students groups | Metacognitive Strategy | Cognitive Strategy | Social Affective Strategy | Overall Strategy |
|-----------------------------------|------------------------|--------------------|---------------------------|------------------|
| 6 th semester students | 2.67 | 2.58 | 2.72 | 2.67 |
| 4 th semester students | 2.58 | 2.56 | 2.69 | 2.62 |
| 2 nd semester students | 2.58 | 2.62 | 2.57 | 2.58 |

 = Most frequently strategy used

The result showed that sixth semester students most frequently used social affective strategies (M=2.72) to promote their English speaking skill, followed by metacognitive strategy (M=2.67), and cognitive strategy (M=2.58).

In addition, fourth semester students most frequently used social affective strategies (M=2.69) to gain their English speaking skill, followed by metacognitive strategy (M=2.58), and cognitive strategy (M=2.56).

For instance, second semester students most frequently used cognitive strategy (M=2.62) to enhance their English speaking skill, followed by metacognitive strategy (M=2.58), and social affective strategies (M=2.57).

In overall strategy, the most frequently used the strategies in learning speaking skill was the sixth semester students (M=2.67). It indicated the sixth semester students were sometimes used the speaking learning strategies. The second highest weighted mean was the fourth semester students (M=2.62). It indicated the fourth semester students were sometimes used the speaking learning strategies. While, the least used speaking learning strategies were second

semester students (M=2.58). It indicated the second semester students were sometimes used the speaking learning strategies. In conclusion, on total number of the students tended to use speaking learning strategies with predicate "Sometimes". It indicated the students of English Education Study Program in Universitas Bengkulu sometimes used the learning strategies proposed by O'Malley and Chamot (1990). However, the difference of weighted mean was approximately only 0.09.

The result of highest weighted mean of individual strategy used by the sixth, fourth, and second semester students are presented as follow:

Table 5. List of Students' High Used Strategies

| 1 | Statement | Classified Strategy | W. Mean |
|---|--|---------------------------|---------|
| 6th semester students | | | |
| 7 | I pay attention to how native speakers are speaking English. | Metacognitive strategy | 3.25 |
| 26 | I try to improve my speaking skill by singing English song. | Cognitive strategy | 3.15 |
| 23 | I work together with other English learners to improve my speaking proficiency. | Social affective strategy | 3.10 |
| 5 | I talk about my speaking problems, or share ideas about learning strategies with other people. | Metacognitive strategy | 3.00 |
| 20 | I slow down, repeat, or explain what I just said when someone does not understand me. | Social affective strategy | 3.00 |
| 30 | I relax myself when I feel afraid of speaking English with other people. | Social affective strategy | 3.00 |
| 4th semester students | | | |
| 2 | I slow down, repeat, or explain what I just said when someone does not understand me. | Social affective strategy | 3.50 |
| 2 | I try to improve my speaking skill by singing English song. | Cognitive strategy | 3.25 |
| 7 | I pay attention to how native speakers are speaking English. | Metacognitive strategy | 3.20 |

| | | | |
|---|---|---------------------------|------|
| 2 | I work together with other English learners to improve my speaking proficiency. | Social affective strategy | 3.05 |
| 6 | I relax myself when I feel afraid of speaking English with other people. | Social affective strategy | 3.00 |
| 2nd semester students | | | |
| 17 | I ask the other people to slow down, repeat, or explain what they just said. | Social affective strategy | 3.40 |
| 26 | I try to improve my speaking skill by singing English song. | Cognitive strategy | 3.30 |
| 7 | I pay attention to how native speakers are speaking English. | Metacognitive strategy | 3.25 |

Based on the table above shown, the highest weighted mean of individual strategy used by the sixth semester students was item number 7 (I pay attention to how native speakers are speaking English) in term of metacognitive strategy with (M=3.25). There were 6 items that highly used by the sixth semester students.

The highest weighted mean of individual strategy used by the fourth semester students was item number 20 (I slow down, repeat, or explain what I just said when someone does not understand me) in term of social affective strategy with (M=3.50). There were 5 items that highly used by the fourth semester students.

The highest weighted mean of individual strategy used by the second semester students was item number 17 (I ask the other people to slow down, repeat, or explain what they just said) in term of social affective strategy with

(M=3.50). There were 3 items that highly used by the second semester students.

Discussion

In this section, the researcher discussed some important findings dealing with students learning strategy in learning speaking skill. The discussion is accordance with the research questions which are what learning strategies are employed by the students of English Education Study Program in learning speaking skill and what are most frequently used strategies by the students of English Education Study Program in learning speaking skill. the researcher divided into two explanations which are individual and group strategy used.

Based on result showed, the higher semester students tend to use more strategies rather than lower semester students. Obviously, the sixth semester students highly used six strategies in various category of speaking learning strategy which are "I pay attention to how native speakers are speaking English, I try to improve my speaking skill by singing English song, I work together with other English learners to improve my speaking proficiency, I talk about my speaking problems, or share ideas about learning strategies with other people, I slow down, repeat, or explain what I just said when someone does not understand me, I relax myself when I feel afraid of speaking English with other people".

While, the fourth semester students highly used five items in various category of speaking learning strategy. They are "I slow down, repeat, or explain what I just said when someone does not understand me, I try to improve my speaking skill by singing English song, I pay attention to how native speakers are speaking English, I work together with other English learners to improve my speaking proficiency,

I relax myself when I feel afraid of speaking English with other people".

The second semester students highly used three strategies in all category of speaking learning strategy. The three highly strategies were "I ask the other people to slow down, repeat, or explain what they just said, I try to improve my speaking skill by singing English song, and I pay attention to how native speakers are speaking English". One of the possible causes is the higher semester students have more experiences in learning speaking skill since they took a higher-level of speaking skill course in every semester. According to Cohen (1998) language learning strategies especially learning speaking skill used by the students comes from their conscious thought and behavior. Therefore, it can be varied based on students' personal needs.

Based on the highest percentage of individual strategy used, the sixth semester students most frequently used strategy was "I pay attention to how native speakers are speaking English". One of the possible reasons it is because the sixth semester students need to understand or learn the way the native speaker speaking English in order to practice or gain a better pronunciation and intonation in speaking English. As we know, a disparate sound system is one of the major differences between English and Indonesian. According to Katie (2016) achieving native-level fluency is a lofty goal. It means the students when they perceive into higher level of learning, they are going to set higher goal too because at this rate the students' orientation have already being realistic. They are going to find the strategy in which they can explore themselves to achieve their purpose in learning. One of that purposes is when they can communicate better or they can speak mostly like a native speaker.

While, the fourth semester students were most frequently used strategy "I slow down, repeat, or explain what I just said when someone does not understand me". It seems that the fourth semester students of English Education Study Program in Universitas Bengkulu making good cooperation between the speaker and the listener in order to make good communication. As O'Malley and Chamot (1990) said that cooperation in social-affective strategy is needed to work together with other learners or to get feedback on oral performance. Moreover, the researcher believes that the fourth semester students mostly used this strategy because they still need to practice their level of speaking. The students emphasize their speaking more into the meaning and how the speaker and the listener can perform a better communication in which they can understand each other.

Moreover, the second semester students were most frequently used strategy "ask the other people to slow down, repeat, or explain what they just said". It seems that the second semester students need to gain more understanding about speaking and listening in English. Because while they are speaking with other people they need to listen what the people said and get the understanding about that. That's why they used this strategy highly than others. Also, it may be caused they have a little experience about learning speaking skill since they are still in second semester. They just start to gain their ability in English instead of speaking skill. According to David (2001), language learners actually did the developmental process. A learner takes time to master the language skill because a language cannot be mastered in the first trying when speaking its language. It seems like the second semester students of English Education

Study Program still in developmental process in learning English.

Based on the total number of the students, the result of this study showed that the most frequently used strategy by the English Education Study Program students of Universitas Bengkulu was strategy "I try to improve my speaking skill by singing English song". This item has the highest weighted mean of the strategy. It seems that the students try to learn speaking skill in easier, more enjoyable, and more transferable situations (Oxford 1990). According to Simpson (2015) Song is one of the best and most motivating resources in learning the language. The students can learn the pronunciation through the English song. By singing the English song, students also can learn the pronunciation. It made the students enjoy the learning process. As known, music such a great teaching tool since it is universal appeal, connecting all cultures and languages.

The lowest weighted mean of individual strategy used of all semester students was strategy "I use checklists, learning diaries, or journals to describe my speaking learning process". One of the possible reasons is because generally the students do not have detailed schedule for practicing speaking skill. They practice their speaking skill whenever it possible to demand them to speak in English. For example, they join the speech or debate competition. So they will prepare and make a schedule to practice their speaking skill. However, in order to face the demand to speak in daily life, they usually prefer to speak directly. The students tended to speak English spontaneously rather than make a journal or learning diaries because they have little time to describe their learning process. Speaking spontaneously is one best way to improve the speaking skill (Heathfield 2012).

In term of speaking learning strategy groups, the most frequent used by second semester students was cognitive strategy. The students tended to use cognitive strategy since the students has assumed that receiving input for practice the language was important in order to make them able to improve their speaking skill. The knowledge of speaking skill input was got by them from many sources such as native speakers, teachers, dictionaries, movies, tapes and electronic dictionaries. In addition, since the students interacted with the teachers in the classroom, the teachers or lecturers became the major source of input for them in learning speaking skill.

In line with fourth and sixth semester students, the result of all semester students also showed that the most frequently used strategy group is social effective. These findings differ from the previous study Gustiana (2012), Susanti (2001), Nopriansyah (2005), and Khalid (2005). From their studies, it was found that the most frequently strategy group used by the students was metacognitive strategy which is allow learners to organize, plan, and evaluate their English learning. It can be caused from the different of previous study, the research question, and the theory of learning strategy that used in the study. Also, these previous study were not concern about speaking learning strategies, for instance they were concern about learning strategy in learning English and its structure. In term of learning English and its structure the students may need the preparation. In contrast, in learning speaking skill the students tended to practice their speaking skill whenever it possible to demand them to speak in English. For example, they join the speech or debate competition. So they will prepare and make a schedule to practice their speaking skill. However, in

order to face the demand to speak in daily life, they usually prefer to speak directly.

The result also showed that the English Education Study Program students preferred to choose all learning strategy in learning speaking skill. It meant that the students of English Education Study Program tended to use all the category of speaking learning strategy proposed by O'Malley and Chamot (1990) in learning speaking skill. This findings in accordance with several other study findings including Darwanto (2014), Hikmat and Dewi (2012) who found the students applied almost all of the strategies proposed by O'Malley and Chamot (1990) in learning speaking skill.

However, in overall strategy it showed that all semester students of the Education Study Program of Universitas Bengkulu used speaking learning strategy in "Sometimes" used. This present findings were in contrary to the findings of Liao and Chiang (2004) who found the low used of learning strategies in learning speaking skill among Taiwanese college students. The researcher believes that the students of the Education Study Program of Universitas Bengkulu have more opportunity to practice speaking English both outside and inside the classroom since they are majoring in English. So, they have more realistic contexts for actual communication in English rather than Taiwanese students who are not majoring in English.

As conclusion, the researcher concluded that the students of English Education Study Program preferred to use all of three strategies proposed by O'Malley and Chamot (1990). Although, it is not really significant difference of frequency, the result only provided the prove about most frequently used strategies and the least frequently used strategies since the difference of weighted mean was approximately only

0.06. It can be caused all of the learning strategy are good to be used. Because there is no bad learning strategy as long as it is used appropriately. However, the frequency of the learning strategies used is different because of some factors that affect the using of learning strategy. According to Suprpto (2009) there are some factors that influence students learning strategy, especially in learning speaking skill which both inside and outside factors. The internal factors could be in form of motivation, knowledge, intelligence, attitude, and learning style, while the external factors could be in form environment, teacher, curriculum, students, and perception.

CONCLUSION AND SUGGESTION

This research attempted to acquire deeper understanding of English students' strategies in learning speaking skill at the English Education Study Program of Universitas Bengkulu. Analysis of the research findings reveals that the English students used varied strategies which are metacognitive strategy ($M=2.59$), cognitive strategy ($M=2.61$), and social affective strategy ($M=2.65$).

The first conclusion of this research is the students of English Education Study Program preferred to choose all learning strategy in learning speaking skill. It can be caused all of the learning strategy are good to be used. Because there is no bad learning strategy as long as it is used appropriately. However, the frequency of the learning strategies used is different because of some factors that affect the using of learning strategy. They are internal factors; form of motivation, knowledge, intelligence, attitude, and learning style; and the external factors; form environment, teacher, curriculum, students, and perception.

The second conclusion of this research is that the most frequently strategy group used by the students of English Education Study Program was social affective strategy. This finding is in contrast with several previous studies that found Metacognitive strategy as the most frequently strategy group used by the students. It can be caused from the different of previous study, the research question, and the theory of learning strategy that used in the study. Also, these previous study were not concern about speaking learning strategies, for instance they were concern about learning strategy in learning English and its structure.

There are some suggestions that the researcher can propose after doing the analysis as follow:

1. For the Lecturers

The researcher suggests for the lecturers to design the materials which are corresponded with the students' strategy. It is good for both lectures and the students to get the material based on their learning strategy. It will make the teaching and learning process more effective and more enjoyable. So, the purpose of learning can be achieved successfully.

2. For the Students

The researcher suggests for the students to use learning strategy in learning speaking skill more appropriately. The students can choose the learning strategy based on their personal needs. It is better for the students to combine all the speaking learning strategy in order to master the speaking skill. For instance, the students also can ask the lectures for guiding in order to determine the speaking learning strategy appropriately for them based on their learning needs.

3. For Further researcher

The further researcher can conduct the same scope of research by involving other instruments, such as speaking test. Another option is the further researcher can do the research on language learning strategies in different language skills.

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